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ABSTRACT

Major roles, relationships, and responsibilities of key individuals involved in supervising bilingual teacher and student teacher training are explored in this paper. The instructional team concept is explained as the basis for developing a program which requires that all individuals involved in the training of bilingual personnel possess a common understanding of bilingual program goals. Clinical supervision (focusing on what and how teachers teach) and developmental supervision (based on individual stages of concern about innovation) are offered as means by which all personnel involved in bilingual education can move through a series of stages to higher degrees of competency. Detailed discussions are presented on the role, responsibility, and required competencies of instructional team members: (1) university supervisor; (2) cooperating teacher; (3) bilingual student teacher; (4) bilingual program director; (5) bilingual supervisor or resource leaders; (6) bilingual teacher; and (7) school principal. Appended is an overview of the clinical supervision cycle, a listing of bilingual education teacher competencies, and samples of forms used in developing this framework for improving bilingual education. (JD)

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BILINGUALISM IN THE NATIONAL INTEREST

IMPROVING BILINGUAL EDUCATON THROUGH CLINICAL AND DEVELOPMENTAL SUPERVISION OF BILINGUAL EDUCATION TEACHERS AND STUDENT TEACHERS: A THEORETICAL FRAMEWORK

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ABSTRACT

Historically, institutional innovations within a school district's instructional program usually expand the initial focus of attention from the teacher and child to include various other important school personnel. After more than a decade since the passage of the Bilingual Education Act, the focus of this educational innovation has not changed. There is little or no evidence of an attempt to define the role of instructional supervision or administration in the implementation of bilingual programs designed to serve Spanish-speaking populations.

This paper proposes two types of supervision--clinical and developmental--for application within a bilingual education context. Whereas each independent model has numerous merits, it is proposed that for bilingual education programs, a dual model of field-based supervision would prove more effective. Efforts to develop a delivery mechanism for supervision of bilingual teachers and student teachers could yield multiple benefits to bilingual education personnel at the IHE and at the school districts. By establishing a network of university field-test programs, utilizing a more holistic approach to supervision, a clearer definition of the role of supervision in bilingual education programs can be realized.

IMPROVING BILINGUAL EDUCATION THROUGH CLINICAL AND DEVELOPMENTAL SUPERVISION OF BILINGUAL EDUCATION TEACHERS AND STUDENT TEACHERS: A THEORETICAL FRAMEWORK

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A State of the Art Review

Research in the area of instructional supervision within the context of bilingual education is sorely needed. While a recent review of bilingual education research revealed an increase in the number of studies dealing with teaching methodology, curriculum, and language acquisition theory, supervision of teaching in bilingual programs was mentioned only occasionally in studies related to teacher training.

Hilliard (1982), in a report to the American Psychological Association (APA) on the "Effectiveness of Bilingual Education: Policy Implementations of Recent Research," during its 90th Annual Convention in Washington, D.C., argued that what is needed in the improvement of education--particularly bilingual education--is increased research which deals with leadership in the improvement of instruction. He suggested that too much faith has been placed in the capacity of current bilingual education research to effectively assess programs and methods. Policies which can affect the future of bilingual education are being formulated on the basis of research which is too limited in scope to truly judge its effectiveness. (Baker and de-Kanter, 1981; Hilliard, 1982)

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One particularly significant study which supports these same arguments and pointedly deals with the need for supervision of bilingual programs was the study conducted by Leonard Valverde in 1979. In a three month survey of bilingual programs in three states--California, Arizona, and Texas--where most bilingual programs exist, Valverde attempted to determine the extent of instructional supervision in bilingual education. He discovered that supervision of instruction is in fact, one of the most neglected aspects in the process of implementing dual-language programs in the public schools.

The study concluded that current practices in supervision of bilingual teaching were random, unsystematic, and in most cases virtually non-existent. Valverde proposed that major deficiencies in the supervision of these programs could be removed by more clearly defining the roles, relationships, and responsibilities of supervisory staff and by providing relevant formal training and guided field experience.

A recent interview with Dr. Valverde indicated that since the date of his publication, "Instructional Supervision in Bilingual Education: A New Focus for the 1980's," little progress or follow-up research has been made in the supervision of bilingual teachers. Valverde emphasized that the importance of high quality instructional supervision in all educational programs is unquestionable. He believes that those interested in quality bilingual education should also direct more time and effort to the leadership sector through instructional supervision. Through quality instructional supervision, many of the major problems facing bilingual education could begin to be resolved. Supervision when properly practiced, can provide a mechanism to (1) promote the growth of instructional staff members, (2) improve the instructional program for bilingual learners, and (3) foster improved curriculum development.

There are many aspects of bilingual program supervision in need of attention. Our own observation of bilingual teachers and supervisors support some of the same contentions that surround general instructional supervision in regular programs--both teachers and supervisors need to develop a more productive relationship. It is not uncommon to hear complaints related to teacher/supervisor frustrations.

Research studies have indicated that supervisors and teachers hold different views regarding supervisory effectiveness. Comments and observations frequently made by bilingual teachers parallel those criticisms expressed by regular program teachers in a study by Blumburg (1974) where they stated that supervisors seem to be out of touch with the classroom; much of what is communicated involves procedural trivia; supervisors avoid teachers, which makes teachers think that supervisors are insecure; supervisors appear to be democratic, but in reality are not sincere; and supervisors particularly lack interpersonal communication skills.

A more recent study of Blumburg (1980) indicated that supervisors generally lack training to fulfill most of their duties and responsibilities. If supervisors are not technically competent in the performance of those tasks most directly related to teacher's work and to the improvement of it--then teachers and supervisors tend to avoid one another (Alfonso and Goldberry, 1982).

Studies by Ritz and Cashell (1980) attribute problems in supervision to the process through which supervisors are selected. Their studies revealed that very few school systems selected instructional supervisors on the basis of their human relations skills; most acquire their new positions as a result of demonstrated success in the classroom, which does not assure success as a

supervisor. Ritz and Cashell contend that "success" in the educational sense is more closely related to the formal responsibilities of supervision than to successful teaching experience. They also noted that only the rare school district rewarded a supervisor for his or her emphasis on interpersonal/communication activities. Valverde (1979) made similar observations in his study of supervision in bilingual education. The problems in supervision of bilingual education programs arising from lack of training are further compounded by the fact that there are not enough supervisors available to provide the necessary support to the classroom teacher.

While much is made of the importance of instructional supervision in the field of education--in bilingual programs the teacher sees little of it. In Texas, for example, the Valverde Study showed the ratio between bilingual classroom teachers and supervisors to be approximately 50:1. It was also found that only 5% of the instructional staff were certified by the Texas Education Agency as having successfully completed an academic program in supervision, and that in fact many of the Texas school districts circumvent the requirement for supervisor credentials by appointing instructional support staff as "resource teachers."

Bilingual education involves many complex, difficult issues that have been little (or insufficiently) studied. The need for additional research is great. Educators involved in bilingual program implementation have faced numerous problems beyond the realm of instructional supervision. Many of the original problems and pressures which have challenged the concept of bilingual education from the onset are still present today. Although the need for the development of leadership and supervisory competencies in bilingual education has not been sufficiently expressed in the literature, many of us who work

closely with bilingual teachers agree that the time has come to place instructional leadership through proper supervision high on the list of priorities if bilingual education is to gain the credibility with school administrators, teachers, and the community as a whole. Bilingual educators and researchers must now look beyond the importance of competencies solely for classroom teachers and realize the importance of competent supervisors and instructional leaders.

It has been almost five years since the publication of Valverde's study and the state of the art of instructional supervision of dual-language programs is still unstable and relatively undefined. Yet, conditions for focusing on the field of supervision are far better today than they were five years ago. The additional years of research and field experience have improved services to bilingual classroom teachers and paraprofessionals in terms of materials, inservice, teaching methodology, teacher competencies, and student language assessment. The fact that these areas have been strengthened has paved the way for a clearer delineation of the role of supervision within the bilingual context.

This work will not attempt to deal with large numbers of socio-political factors and community cross-pressures which often affect the supervision of bilingual programs, nor will it focus on the entire scope of general instructional supervisory competencies required to fulfill other supervisory tasks.* Instead, it is our goal to suggest a framework from which theories,

*For a more comprehensive list of supervisory competencies needed in bilingual programs refer to: "Supervision of Instruction in Bilingual Programs" by Leonard A. Valverde in Bilingual Education for Latinos, 1970: 74-77.

concepts, and skills can be defined for improving bilingual instruction in the "clinic" or classroom setting. The proposed framework will draw upon the basic principles of clinical and developmental supervision, since supervision in this approach is field-based and can be specifically directed to supervisors, bilingual classroom teachers, and student teachers. This type of framework can offer practical solutions to those programs in the local school districts that have bilingual supervisors and to institutions of higher education that are involved in the training and certification of bilingual student teachers.

The principles and procedures of clinical supervision can provide clarity and specificity of competencies, roles, and responsibilities needed for direct, in-class supervision of the bilingual teacher or student teacher. If clinical supervision is practiced in light of what is currently known regarding teacher concerns and teacher stages of development, it has the potential to improve the quality of instruction which is currently being provided to children of limited English proficiency.

Ultimately, the goal of this work is to encourage bilingual researchers and educators alike, to use enlightened forms of human interaction for the purpose of developing instructional leadership.

Clinical and Developmental Supervision in Bilingual Education

Clinical supervision in bilingual education was first suggested by Valverde (1978) as a possible mode for providing staff development within the classroom. The clinical approach to supervising teachers was developed in the 1960's by Morris Cogan and a group of colleagues at Harvard University. Clinical supervision involves a five-step process that aims at helping the teacher identify and clarify problems, receive feedback data from the super-

visor, and develop solutions with the help of the teacher. The major theory and principles underlying clinical supervision are described in detail in two books: Morris Cogan's Clinical Supervision and Robert Goldhammer's book, entitled Clinical Supervision: Special Methods for Supervision of Teachers.

Goldhammer, et. al. (1980) defined clinical supervision as that phase of instructional supervision which draws its data from first-hand observation of actual teaching events and recurring teaching patterns. It involves face-to-face interaction between the supervisor and teacher in the analysis of teaching behaviors and activities for instructional improvement.

Clinical supervision more clearly defines, as well as prescribes the role of the teacher and supervisor. According to Goldhammer, et. al. (1980), the following nine characteristics or notions are generally associated with clinical supervision; it:

1. is a technology for improving instruction.
2. is a deliberate intervention into the instructional process.
3. is goal-oriented, combining school and personal growth needs.
4. assumes a working relationship between teacher and supervisor.
5. requires mutual trust, as reflected in understanding support and commitment for growth.
6. is systematic, yet requires a flexible and continuously changing methodology.
7. creates productive tension for bridging the "real ideal" gap.
8. assumes the supervisor knows more about instruction and learning than the teacher.
9. requires training for the supervisor.

The basic clinical supervision model described by Goldhammer consists of five stages which comprise the sequence of supervision. By applying this sequence to various mutually identified instructional problems the teacher

and supervisor are involved in the "cycle of supervision." The sequence consists of the following five stages: (1) pre-observation conference; (2) observation; (3) analysis and strategy; (4) supervision conference; and (5) post-conference analysis. (See Appendix A: "Clinical Supervision Cycle; An Overview.")

Cogan (1973) advised that any one of the steps in the cycle may be altered or omitted, or new procedures instituted depending on the nature of the situation or on the successful development of working relationships between the supervisor and the teacher. Garman (1983) warns that care must be taken to ensure that the method of clinical supervision and the spirit with which it is practiced does not become ritualistic or mechanical in nature. Most educators realize that no single approach to supervision can address the myriad of problems that teachers face in their day-to-day responsibilities. If supervision is to be effective, the approach must be flexible and sensitive to the ever-changing conditions in the classroom.

Recently, studies by educators, (Loucks, 1978, 1980) interested in supervision of adult learners have suggested adding the developmental dimension to clinical supervision. Glickman (1980), for example, believes that it is necessary to consider specific stages of teacher development before defining supervisory behavior. This view is supported by the pilot research studies done by Frances Fuller (1969) with beginning teachers and successful experienced teachers. These studies parallel Piaget's studies of development in children. The Fuller research shows that the child development progression from egocentric to altruistic thinking recapitulates itself when adults enter a new career. Glickman illustrates in

Figure 1 how teacher levels of concerns shift as they progress through the three stages of development along the Piagetian continuum--from self-adequacy, to the classroom, and finally to other students and teachers. Fuller (1969) noted that student teachers tended to always remain at the lower level of the developmental continuum, while the developmental stage of inservice teachers tended to range from one extreme to the other. Glickman is careful to note that the stages illustrated here are not all-inclusive and that there is often some overlap from one to the next, as well as a possibility of regression when obstacles become too great.

FIGURE 1. Simplified Stages of Teacher Development

Thought	Egocentric ⟶		Altruistic
Concern	Self Adequacy	Classroom	Other students & Teachers
Stage	I	II	III

Glickman, 1980

According to Glickman, classroom supervision can be more effective when it is practiced with a developmental approach. He proposes that supervisory behavior should match the developmental stage of the teacher. The nature of the activities that occur within each of the stages of clinical supervision have a set of purposes and possibilities which encourage the supervisor to incorporate strategies for matching supervisory behavior with the appropriate stages of development of the teacher. As the supervisor progresses through the stages in the clinical supervision cycle--his or her supervisory behavior is tailored to the individual teacher. Generally, supervisory behavior can be grouped into three somewhat simplified models, categorized as (1) directive, (2) collaborative, or (3) non-directive. The directive model proposes

supervisory behaviors that are almost exclusively asserted by the supervisor--enforcing standards of teacher competency by modeling, directing, and measuring proficiency levels. The collaborative model advocates that the roles and responsibilities in the supervisor/teacher relationship be based on equality. Any change in the classroom environment is mutually planned and both teacher and supervisor share in presenting, interacting, and evaluating the outcomes. The non-directive model suggests that the supervisory behavior be of minimal influence--a listener, non-judgmental clarifier, and encourager of teacher decisions. Thus the supervisor decreases or increases the degree of influence based on the teacher's own perception, thoughts, and concerns of his or her own competency.

Hall, Wallace, and Dossett (1973) applied the concept of teacher development and level of concern based on Fuller's (1969) earlier work to teachers involved in instructional innovations. They developed the Concerns Based Adoption Model (CBAM) which identified seven stages of concern about the innovations. (See Figure 2) Dominguez, Tumner (1979), and Acosta (1980) utilized these concepts with bilingual teachers. They administered the stages of concern questionnaire SoCQ (See Appendix) to bilingual teachers in various school districts in Texas. The purpose of their study was to determine level of concern toward bilingual education and to determine the relationship of selected variables to the type of concern expressed. The researchers wanted to establish the extent of the commitment of bilingual program participants. This kind of information would be helpful in identifying the type of staff development activities needed for bilingual program improvement.

FIGURE 2. Stages of Concern:
Typical Expressions of Concern About the Innovation

Stages of Concern	Expressions of Concern
6 Refocusing	I have some ideas about something that would work even better.
5 Collaboration	I am concerned about relating what I am doing with what other teachers are doing.
4 Consequence	How is my use affecting students?
3 Management	I seem to be spending all my time getting material ready.
2 Personal	How will using it affect me?
1 Informational	I would like to know more about it.
0 Awareness	I am not concerned about it (the innovation).

Loucks and Pratt, 1979

By understanding and analyzing the stages of teacher or student teacher development, a bilingual supervisor or cooperating teacher can identify the nature and degree of supervisory responsibility needed to better serve individual needs of bilingual teachers or teachers-to-be, instead of using a single uniform approach regardless of level of development.

The bilingual teacher's and practice teacher's stage of development can be determined by using the SoCQ or by closely analyzing their own statements of concern. Generally, at the beginning stages the developing bilingual teacher is characterized by concerns for his or her own adequacy. The most typical questions asked at this stage of development are largely, "What should I teach?" "Can I face the classroom tomorrow?" "What language do I use to teach what subject?" As bilingual teachers become more secure in their competence, the question might shift to, "How can my teaching in the native language and the target language be of increased benefit to LEP students?" At this stage the bilingual teacher would want to seek out better bilingual

materials and utilize other dual-language teaching strategies which could enhance the educational opportunities of students with limited English proficiency. In the final stage of development, the bilingual teacher would be more concerned with the school (or profession as a whole) and would look for answers to questions which would benefit the field of bilingual education.

Thus far, we have set the context for clinical-development supervision of inservice bilingual teachers and to some degree reference has been made to clinical preservice bilingual teacher education. Robert Hughes, Jr. (1982) stresses that one cannot discuss the education of teachers without giving some consideration to the place and purpose of student teaching or practice teaching. Maxine Green (1982) describes practice teaching as a cornerstone of education and believes that the nature of student teaching must be further researched since it has possibilities for affecting all of schooling. Hughes (1982), in a report to a recent conference on student teaching stated, "The task that emerges in student teaching seems to be one of establishing a theoretical and empirical basis for making decisions about what practice, evaluation, and strategies for supervision lead to the most competent teachers."

In a study by Theis-Sprinthall (1980), supervision of student teaching is described as the most troublesome aspect of programs in teacher education. The study concluded that part of the difficulty in practice teaching seems to derive from an inability to specify the supervisor's role. Either the role is so global--i.e., general instructional supervision, or too specific--i.e., supervision as individualized instruction, that it is most difficult either theoretically or empirically to create a systematic supervisory mode. The study further pointed out a need for careful work with inservice cooperating teachers. This is perhaps one of the most significant findings

of the Theis-Sprinthall Study. Sprinthall is currently conducting a first attempt to systematically instruct cooperating teachers through a method designed to raise the teachers developmental stage. More solid research is needed in defining the responsibilities and behavioral roles of cooperating teachers as they assume supervisory functions in the development of the teacher-to-be. Cooperating teachers must realize that the student teacher also develops in stages from (1) a dependent observer to (2) a guided apprentice and ultimately to (3) the practitioner who begins to initiate instructional change.

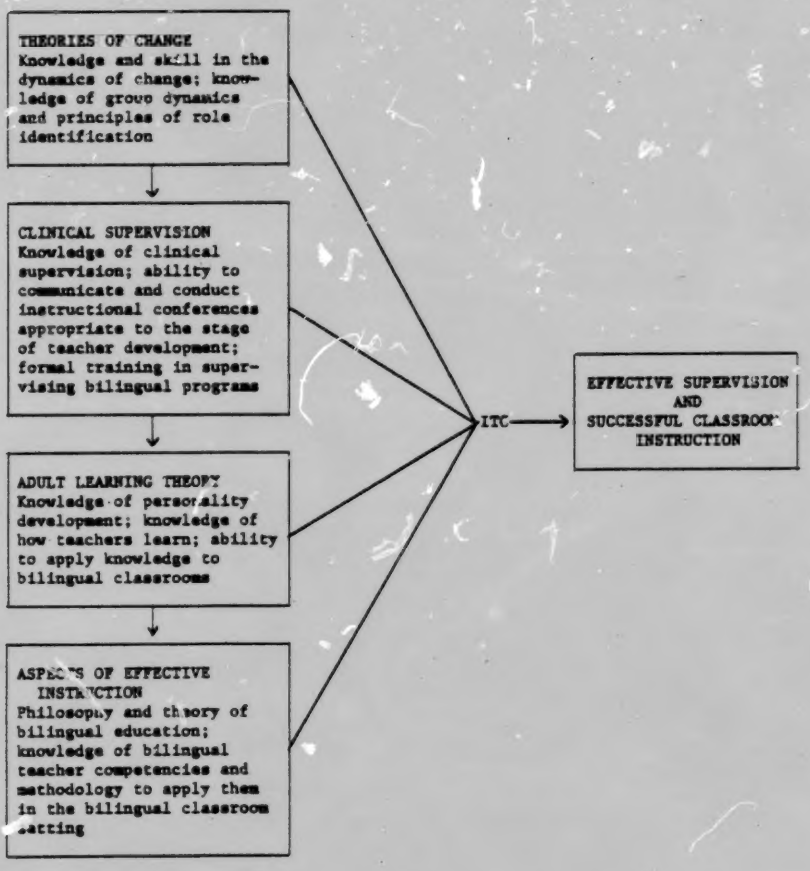
The research studies which have been reviewed in this work amply support the belief that the clinical-developmental approach to supervision is appropriate for preservice and inservice teachers alike. Likewise, in defining an approach or a model of instructional supervision for bilingual programs, a dual model--the clinical developmental model appears to be the most appropriate since it provides a more holistic approach to supervisor/teacher interaction. The dual model incorporates all of those specific features which are sensitive to the developing teacher. Bilingual teachers and student teachers, like all teachers, are at various stages of development in their career in bilingual education. In Texas, for example, the extent of training which bilingual teachers have received can vary from the 30-clock-hour institute for endorsement, to a 24-hour university program where bilingual education has been selected as the area of specialization. Experience often varies from beginning teachers to 25 years or more in the classroom. The perceived level of competence, concerns, and security that bilingual teachers possess is largely dependent on program and experience. (Acosta, 1980) A supervisory model for bilingual education programs must be flexible yet sufficiently structured to be comprehensive. A flexible model

would provide for all levels of teacher competency. In addition, a supervisory model for bilingual program must be particularly directed towards the development of a bilingual teacher's competencies in relation to those competencies not mutually exclusive to bilingual education and which, in some cases may have been previously acquired by each individual teacher. In the State of Texas, the Texas Education Agency has designated 39 teacher competencies (See Appendix) within the following five areas: (1) language, linguistics, and content, (2) culture, (3) testing methods, (4) instructional methods and (5) instructional material use. Teachers and supervisors in the Texas Bilingual Programs must use this list of competencies as criteria for improving teacher performance since they are considered crucial to effective instruction within a bilingual setting. The monitoring of bilingual program implementation by the Texas Education Agency is conducted using a "monitoring checklist" (See Appendix, items 15A-E) which includes items from the list of competencies. This checklist can be adapted and utilized by the local school district to help the bilingual teacher and supervisor evaluate teacher performance and mutually define areas of needed improvement during the pre-observation conference of the clinical supervision cycle. Golub (1980) utilized a series of competency checklists for developing bilingual competencies in the classroom.

In summary, we believe the literature thus far reviewed, and our own experience with the problems of bilingual program implementation makes a compelling case for defining a framework for developing field-based bilingual supervisory competencies. This framework should contain the essential elements from (1) theories of change--for increasing skills in the dynamics of instructional improvement; for increasing skills in group dynamics and for understanding the principles of role identification; (2) clinical supervision--for

increasing the ability to communicate and conduct instructional conferences between teacher or student teacher and supervisor; (3) adult learning theory--for increasing the supervisor's understanding of how teachers and propective teachers learn and how they apply their knowledge to the bilingual instructional setting; and finally, (4) the major aspects of effective instruction--for increasing the bilingual teacher or student teacher's competency based on performance criteria. Conceptualization and application of these four areas through the instructional team concept (ITC) with clearly defined roles, relationships, and responsibilities would undoubtedly produce successful classroom instruction. (See Figure 3)

FIGURE 3. Essential Elements of Bilingual Program Supervision


THEORIES OF CHANGE
Knowledge and skill in the dynamics of change; knowledge of group dynamics and principles of role identification
CLINICAL SUPERVISION
Knowledge of clinical supervision; ability to communicate and conduct instructional conferences appropriate to the stage of teacher development; formal training in supervising bilingual programs
ADULT LEARNING THEORY
Knowledge of personality development; knowledge of how teachers learn; ability to apply knowledge to bilingual classrooms
ASPECTS OF EFFECTIVE INSTRUCTION
Philosophy and theory of bilingual education; knowledge of bilingual teacher competencies and methodology to apply them in the bilingual classroom setting
ITC
EFFECTIVE SUPERVISION AND SUCCESSFUL CLASSROOM INSTRUCTION

The major concepts which have influenced the development of this model come from Wilsey [1982]; Lucio and McNeill [1979]; and Valverde [1978].

Roles, Relationships, and Responsibilities

The success of an educational innovation is largely dependent on programmatic design and direction for its implementation. Valverde (1978) noted that although these two functions are traditionally vested in the persons occupying the leadership positions in bilingual programs, the competencies of these individuals have never been clearly delineated. Valverde responded to the challenge by defining the responsibilities of two key leadership roles--the school principal and the district bilingual program director. This work will attempt to explore the major roles, relationships, and responsibilities of these and other key individuals involved in supervising the "clinical" aspects of bilingual teacher and student teacher training.

Conceptualization of the supervisor in bilingual education may be aided by understanding some of the basic tenets of role theory. Briefly, such theory postulates that a school system is a miniature society in which administrators, supervisors, teachers, and pupils represent positions or offices within the system. Certain rights, duties and responsibilities are associated with each position. The actions appropriate to the positions are defined as roles. Lucio and McNeil (1979) emphasize that a role is linked with the position, not with the person who is temporarily occupying the position. According to them, supervision is itself a distributive function which holders of various positions discharge in different ways. They further explain that at a general level there is a common dimension in the expected role behavior of those who are supervisors regardless of their position in the school system's organizational chart. This common element is what defines the nature of supervision within a school.

In the context of bilingual program implementation, bilingual classroom supervision would involve the determination of ends to be sought, the design

of dual language instructional methods, procedures, and strategies for effecting the ends, and the assessment of results. Therefore, the major responsibilities of persons involved in bilingual supervision would be to predict what consequences will follow from the introduction of the innovation and to check results to see if predictions come true. Figure 4 illustrates the common dimension of bilingual program supervision regardless of who holds that position.

FIGURE 4. Bilingual Supervision: A Dimension of Behavior In Many Positions

1. To propose desirable ends or results to be attained
2. To develop a dual language program and define strategies, methods and procedures that promise to produce the results desired in the academic achievement of LEP students
3. To see whether the desired and desirable results actually are obtained from the procedures followed

Adapted from Lucio & McNeil, 1979

Teacher/ Student Teacher	Cooperating Teacher	Bilingual Supervisor	IHE Supervisor	Bilingual Director	Principal

Lucio and McNeil (1979) also noted that defining the relationships among persons fulfilling the supervisory roles or functions is perhaps more important than searching for a common supervisory role. It <u>is not</u> expected that all of the persons involved in the supervision of bilingual teachers should perform the same supervisory job, instead, it <u>is</u> expected that they understand that for the purpose of meeting the educational needs of LEP students they must share common goals and objectives and relate to one another within an instructional team concept.

The lists of roles, relationships, and responsibilities for the persons involved in bilingual supervision which are provided in this section were developed by analyzing and synthesizing suggestions and recommendations from various sources (Bennie, 1972; Griffin, 1982; Valverde, 1979, 1980; Dull, 1981; Cogan, 1973; Goldhammer, 1980; Lucio and McNeil, 1979).

Since the development of teachers ultimately involves both local school districts and institutions of higher education (IHE's), we must examine the responsibilities of personnel in both of these sectors--among these are the principal, the IHE bilingual supervisor, the bilingual program director, the district bilingual supervisor, the cooperating teacher, the teacher, and the student teacher.

Traditionally, universities and school districts have not worked cooperatively in developing systematic strategies for effecting instructional innovations. The polarization between university academicians and public school practitioners has kept emergent programs such as bilingual education from being effectively implemented. In spite of divergent viewpoints, the public schools have historically sought leadership and consultative services from universities in the area of staff development. Perhaps this is largely due to the fact that universities hold the power for recommending the certification of teachers. Nonetheless, both the IHE and the local district have convergent interests in the preparation of teachers and they must now join together in the development of instructional leadership for directing effective bilingual classroom practices. The need for a valid and lasting partnership is evident and should be sought by leaders from both institutions.

Valverde (1978) suggests that individuals within the local district establish an instructional team concept (ITC) among staff members working

with innovative programs. We suggest that in schools where bilingual student teachers are being trained, the instructional team concept must be expanded to include personnel from the IHE. Most educators will agree that the roles, relationships, and responsibilities for the network of individuals involved in training bilingual student teachers, likewise, have never been clearly established. These persons must also perceive and work from the instructional team concept which structures role relations on a functional basis rather than on the traditional decision by decree which is typically practiced with organizational charts and traditional job descriptions. The instructional team concept allows program and non-program staff to use their creative thinking power and expertise to make pedagogically sound decisions through quality involvement.

Valverde's ITC model stipulates that decision making and responsiblities should be designated according to student needs, rather than on the authority bestowed in hierarchical positions. Persons operating within the ITC would not perceive decisions as flowing from top down, since there is no top. Communication in the ITC flows within and across those individuals involved in the team. The interaction among team members would require them at times "to be leaders, other times followers, some times influentials, and at other occasions minor players."*

IHE Supervisor: Major Roles, Relationships, and Responsibilities

In situations where universities have the opportunity to work with the local school districts in training bilingual teachers, the university

*Additional information on the rationale and benefits of ITC can be found in Valverde's "Supervision of Instruction in Bilingual Programs." Bilingual Education for Latinos. Washington, D.C.: ASCD, 1980.

supervisor should make every effort to provide the leadership for initiating a clinical-developmental model of supervision. The major principles of this model can be introduced by the IHE supervisor to the cooperating teacher and shared with the campus supervisor and the building principal. For school districts that are not involved with the university in training student teachers, the principles of clinical-developmental supervision could be introduced by a qualified administrator, supervisor, or consultant who has knowledge and training in this realm of instructional supervision.

The notion that the classroom teacher is the most influential person in the determination of the kind of teacher that the student teacher will become is supported by various educators (Blanco, 1977; Golub, 1980; Griffin, 1982; Bennie, 1972). These educators advocate that the college supervisor may well devote more time working with the cooperating teacher, rather than with the student teacher. Since more than one person is responsible for guiding the student teacher, problems often arise in the area of student teacher evaluation. These problems stem from the differing status relationships within local school districts and institutions of higher education. The best way to resolve these role conflicts is for the IHE supervisor and the cooperating teacher to function as a team. In the team approach, they can work out procedures and standards of evaluation and share expertise to introduce a younger colleague-to-be into the profession. While the university bears the legal and institutional responsibility for evaluating and grading the student teaching experience, there must be a clear understanding that the cooperating teacher will have a major say in determining the evaluation and grading of the student teacher.

The major competencies needed to fulfill the role of IHE supervisor are:

1. work with LEA personnel on establishing goals for administration of the student teaching program.

2. cooperate with LEA in formulating roles and responsibilities of the instructional team members.

3. participate in the decision making process during the review of selection process for cooperating teachers and assignments of student teachers and ensure that specific criteria is followed.

4. assist district personnel in administering questionnaires to determine student teacher and cooperating teacher competency, developmental stage, level of teacher concern, and personality.

5. appraise student teacher and cooperating teacher characteristics at entry level.

6. introduce the concept of clinical-developmental supervision to campus principal, campus supervisor, cooperating teachers and student teachers.

7. model the use of clinical-developmental supervisory steps and allow the cooperating teacher to observe the clinical cycle while working with the bilingual student teacher to develop a particular competency.

8. conference with other school personnel (principal, director of instruction, supervisors, etc.)

9. conference with the cooperating teacher to work out shared procedures and standards for evaluating teacher competency.

10. provide consultative services through regular inservice training.

11. asses the performance of the student teaching training program and plan experience with school district personnel that will lead to greater understanding and improvement of teaching.

12. coordinate between university and public schools through the IHE director of student teaching.

Cooperating Teacher: Major Roles, Relationships, and Responsibilities

This year more bilingual teachers throughout the country will be called upon to perform major roles in the professional education of the new generation of teachers of LEP students, as well as to help fellow inservice teachers. Known by such names as cooperating, supervisory, or master bilingual teachers, they supply novices with the experience necessary

for a beginning proficiency in dual-language teaching.

Heitzmann (1977) states that the cooperating teacher continues to play the key role in the development of the student teacher. It is the cooperating teacher who provides the day-to-day assistance and supervision of the clinical experiences of the prospective teacher as he or she progresses within the pre-teaching and early teaching stages.

In the context of bilingual classrooms the cooperating teacher, in addition to being an experienced person who possesses the competencies required for effective bilingual instruction, must also be trained in the dynamics of supervision.

The functions involved in this supervisory role are intensive, personal, and highly individualized and demand skill, motivation, intelligence and emotional stability. All competent teachers are not automatically good supervising teachers. The skills necessary for teaching elementary or even secondary school students are not identical with those needed in teaching a prospective teacher, or those needed in providing demonstrations, analysis, and evaluation of the teaching act itself. In order to provide proper training for a teacher-to-be, the bilingual cooperating teacher needs to be functioning in a higher stage of development. The concern level of the cooperating bilingual teacher should be well beyond all the vague uncertainties of managing oneself in the classroom. The cooperating teacher should be secure in his or her own professional role, or it will weaken the relationship which must exist during the critical stages when the student teacher begins to acquire the teacher role.

Bennie (1972) states that colleges and universities prefer cooperating teachers that are altruistic enough to want to work with student teachers, who feel a professional duty involved and who thoroughly enjoy such assignments as

cooperating teachers.

When a student teacher is placed in a designated bilingual classroom and is asked to participate as a member of an instructional team practicing the principles of clinical-developmental supervision, the quality of the practice teaching is increased. It is through this unique cooperative effort of training bilingual teachers that the goals of bilingual education and the improvement of bilingual programs may be further realized. The presence of an apprentice in a classroom results in an indirect self-evaluation and self-improvement of all the members of the instructional team. Indeed the cooperating teacher must be a competent bilingual individual, practitioner, and field researcher with skills in supervision as well as in public relations.

The major competencies needed to fulfill the role of the cooperating teacher are:

1. understand the characteristics of bilingual instruction and seek to improve personal competencies while working with the student teacher.
2. work with the members of the instructional team on establishing goals for the administration, operation, and evaluation of the student teaching program.
3. confer with the university supervisor regarding the observation and evaluation of the student teacher.
4. assist the student teacher in planning activities which will provide the opportunities for the prospective teacher to gradually experience greater responsibility and complexity of the teaching task.
5. serve as a model for the student teacher.
6. provide the student teacher with information basic to the adjustment to the class and school.
7. implement principles of clinical-developmental supervision.
8. supervise all clinical experiences of the student teacher.
9. confer with the student teacher in regards to the progress being made.

10. meet periodically with other teachers in the school or school system to openly discuss problems and strategies for solutions.

Bilingual Student Teacher: Major Roles, Relationships and Responsibilities

The student teaching experience is the culmination of education and training for the prospective bilingual teacher. The potential value of the practice teaching experience has seldom been questioned. Within a clinical-developmental approach for supervising bilingual student teachers, the experience appears even more valuable as the developmental stages of the student teacher and the corresponding supervisory behavior within the clinical cycle are combined to create a harmonious interaction among IHE and LEA personnel interested in improving the student teaching program.

Regardless of the time required by the IHE for the student teaching experience, the student teaching program is usually divided into three major stages which provide for gradually experiencing greater responsibility and complexity of the bilingual teaching tasks. These phases define the role of the student teacher as one of observer (role identification phase), apprentice (role induction phase), and practitioner (role assumption phase). (Elementary Student Teaching Handbook, UTEP)

As the student teacher progresses through the student teaching experience, he or she passes through a series of developmental stages of teaching effectiveness which also parallel the student's stages of concern. An awareness of the developmental stages and concerns is helpful to those IHE and LEA team members with supervisory responsibilities. This awareness enables the instructional team to establish a program which facilitates the student teacher's development.

No aspect of the student teaching experience is more critical for success

than that of establishing a special team relationship among the IHE supervisor, the bilingual cooperating teacher, and the student teacher. Cooperative planning, feedback, and encouragement are necessary elements which foster this type of relationship. These elements are inherent in the clinical-developmental approach to supervision.

By following the principles of clinical-developmental supervision, the members of the instructional team are able to share in the responsibility of assisting the student teacher in acquiring, maintaining, and improving the matrix competencies needed to function effectively as a bilingual teacher. This unique opportunity for interaction between the IHE and LEA personnel has the potential for improving supervisory practices and effectively institutionalizing bilingual programs.

The major competencies needed to fulfill the role of bilingual student teacher are:

1. recognize and respect the position of the cooperating teacher and assume responsibilities mutually agreed with the cooperating teacher.
2. maintain an active interest in the support of the policies and activities of the whole school in order to be a constructive force for the growth and betterment of LEP students, the school, and himself or herself.
3. work on a day-to-day basis with the cooperating teacher to discuss and plan the instructional program.
4. plan and teach lessons incorporating feedback received during the conference cycle of clinical supervision.
5. meet with the university supervisor and principal to discuss the student teaching objectives.
6. attend university seminars.
7. attend meetings that the cooperating teacher attends according to building policy.
8. demonstrate mastery of the matrix competencies for bilingual instruction.

9. hold conferences with the cooperating teacher and college supervisor.

10. discuss the final evaluation with the cooperating teacher and the college supervisor.

11. practice the principles of clinical-developmental supervision.

LEA Bilingual Program Director: Major Roles, Relationships, and Responsibilities

The bilingual program director is involved in the overall administration of the bilingual program in the local school district. The major responsibilities in this role require a variety of administrative duties. However, instructional supervision is also a major responsibility of the bilingual director. The bilingual director must structure and monitor the entire organization of the bilingual program using input from principals, teachers, and supervisors so that information and procedures are specified and made concrete prior to implementation.

In the larger districts the director may have a staff of supervisors, while in a small district the director may need to also function as a clinical supervisor of classroom teachers. Informal interviews with program directors in over forty school districts in South Texas revealed that it creates a severe hardship on the bilingual program when the bilingual director has to also supervise the classroom teacher.

In schools that participate in student teaching programs, the bilingual director would also need to be involved in coordinating student teacher activities. The opportunity to participate in a student teaching program where the IHE supervisor uses the clinical-developmental approach, could be of great benefit to the bilingual director. By acquiring the knowledge and skills of a clinical supervisor, the quality of the instructional program

would be greatly improved. Many school districts, however, do not enjoy the opportunity of student teacher training. Consequently, the bilingual director might not be involved with IHE personnel trained in clinical-developmental supervision and therefore, would need to employ a consultant or an administrator trained to provide assistance in implementing this approach.

Valverde cites other responsibilities of the bilingual director that extend beyond clinical supervision. For a comprehensive list of the administrative and supervisory duties of the bilingual director our recommended list might be added to a list such as the one Valverde suggested.

The major competencies needed to fulfill the role of bilingual program director are:

1. work with the IHE and other LEA personnel on establishing goals for administration, operation, and evaluation of the student teaching program.

2. assist in committee selection of program teachers, teacher aides, and assignment of student teachers to cooperating teachers when applicable.

3. provide training or hire consultants to provide training for improving clinical-developmental supervisory competencies of teaching personnel particularly to the bilingual supervisors and, if applicable, to the cooperating teacher.

4. require evidence from supervisors in charge of the bilingual program that observation, feedback, and analysis of teaching is being systematically conducted.

5. identify program evaluation procedures and evaluate supervisory and instructional personnel.

6. require supervisors and teachers to evaluate the quality and effectiveness of bilingual materials.

7. provide timely disbursement of program monies to purchase materials and equipment.

8. coordinate meetings with supervisors, teachers, and subject matter specialists in order to discuss teacher training requirements and procedures.

9. provide for the teachers' release time from instructional duties for inservice training.

10. develop procedures to involve teachers in the decision making process during the implementation of the bilingual program.

11. attend training sessions in order to understand more about the potential problems which bilingual teachers may encounter.

12. provide meetings for principals, teachers and supervisors to review program progress and to identify and solve problems. (These should be planned, scheduled, and documented).

13. periodically distribute a newsletter throughout the school system describing the progress of the bilingual program.

14. if no supervisors are available, provide clinical supervision to teachers.

The Bilingual Supervisor: Major Roles, Relationships and Responsibilities

Perhaps the most complex role in a school is that of supervisor. Supervisors are responsible for so many areas of service that the title is hardly descriptive. It might be wiser not to consider "supervisor" as a title, but as a specialized job that requires specialized training--since supervisors must contribute to any area of the school program or to any service required to keep the school running.

In the field of bilingual education the supervisor is primarily responsible for providing in-class support to classroom teachers. The bilingual supervisor's role is basically that of resource leader. The supervisor should provide expertise to support program development along with needed information and practical experiences for professional improvement of the teachers he or she supervises. In addition to supervisory functions, the supervisor is also involved in general administrative functions. Lucio and McNeil (1979) noted that conditions in school situations do not always permit the operation of the logic-tight compartments of line and staff or authority and influence. In the implementation of bilingual programs, supervisors are sometimes delegated authority and held responsible for results. They must

therefore, hold others responsible for carrying out instructions.

The bilingual supervisor must establish a special professional relationship with the classroom teacher. Cogan (1973) describes a variety of relationship patterns between supervisors and teachers. The major ones are as follows:

1. the superior-subordinate relationship
2. the teacher-student relationship
3. the counselor-client relationship
4. the supervisor as evaluator and rater
5. the "helping relationship" in supervision
6. clinical supervision as colleagueship

In the clinical-developmental mode, the colleague relationship predominates. Instructional change is determined through mutual agreement and mutual trust between professionals. Communication between the teacher and supervisor is privileged and confidential. It is recommended that no reports of the teacher's performance be given to the administration unless it is feared that the teacher poses a threat to the welfare of the students and all the resources have been exhausted by the supervisor to remove the problems. Adherence to confidentiality and the ideals of professionalism will reduce teacher-supervisor anxiety and energies can be focused on the learning needs of students through their mutual professional development. The major competencies needed to fulfill the role of bilingual supervisor are:

1. provide evidence of the innovation's appropriateness relative to the school's goals.
2. provide activities designed to deal with existing attitudes and values that are obstacles to the change.
3. work within the instructional team for proper selection of program teachers, teacher aides, and assignment of student teachers to cooperating teachers when applicable.

4. assist the staff at the local campus level in planning and implementing the bilingual program.

5. cooperates with the principal and his staff in identifying and solving instructional problems related to coordination of regular and bilingual programs.

6. provide leadership over procedures for bilingual program evaluation.

7. develop a well-organized inservice education program relative to the innovation for participating staff.

8. assists the school staff in the diagnosing of the needs of LEP students, interpreting assessment instruments, and utilizing results for identification and placement.

9. assist in the evaluation and selection of instructional programs, materials, and equipment with regard to supporting the bilingual program.

10. review any hardware and software carefully with teachers during inservice programs so that teacher acceptance is not jeopardized by ambiguities in how to use various parts of the program.

11. focus interaction with teachers on specific instructional strategies, demonstration teaching, content questions, etc., using principles of clinical-developmental supervision.

12. cooperate with administrators and teachers in formulating roles and responsibilities for team members as well as for any outside consultants.

13. provide sound estimates of financial and staffing requirements and reasonable projections of future program costs.

14. interact effectively with students to promote a positive school image.

15. promote positive community relations through effective dissemination of information.

16. perform other duties and functions as needed for the effective operation of the bilingual program.

Bilingual Teacher: Major Roles, Relationships, and Responsibilities

The major role of the bilingual teacher is that of developer, practitioner, and field researcher. The teacher must provide input and feedback about the bilingual program, the students, and his or her own performance at

every step of implementing the innovation.

The continued development and refinement of teacher competencies is crucial to the implementation and institutionalization of emerging programs such as bilingual education. In addition to basic teaching competencies, bilingual teachers must receive special training to meet the linguistic, cultural and pedagogical needs of the LEP student. Cogan (1973) notes that in the implementation of innovative programs, teachers must also be given enough expert help to make such innovations "stick." He suggests that clinical supervision can facilitate innovative program implementation, and that the competencies required can be systematically and mutually developed and evaluated through the cycle of clinical supervision.

The bilingual teacher needs a relationship of continuing support from his or her colleagues, particularly the bilingual supervisor and the principal.

Ultimately, the role of the bilingual teacher, in responding to the unique needs of limited English speaking students, is to interact effectively with each component of the educational setting within the framework of the philosophy and objectives established by Board policy, consistent with statutes and standards of regulatory agencies and in accordance with administrative regulations and procedures, to create an educational environment which is conducive to learning and which provides opportunities, strengthens areas of weakness, and extends positive values to each facet of life.

The major competencies needed to fulfill the role of bilingual teacher are:

1. understand the characteristics of bilingual education.
2. study carefully the theory and philosophy of bilingual education.

3. make ideas known on how to develop and strengthen the communication process and on how to smoothly install the innovation.

4. describe preferences and attitudes toward the proposed innovation in an open, direct, and honest manner.

5. communicate questions and concerns to the appropriate members of the instructional team.

6. use administrators and supervisors as resource helpers in meeting needs resulting from the innovation.

7. work with the principal and supervisory staff in identifying and solving problems related to LEP students.

8. be available for feedback sessions.

9. administer and analyze oral language proficiency tests to identify LEP students.

10. diagnose and assess student needs with regard to the instructional goals and objectives.

11. utilize teaching techniques and classroom strategies to accommodate the various learning styles and modes of LEP students.

12. group students in reference to language proficiency and level of cognitive development.

13. teach subject matter in the student's first and second language.

14. assist in the selection of programs, equipment, and materials to meet student needs.

15. interact with students to promote a positive school image to enhance the teaching-learning process.

16. cooperate with other teachers in planning and implementing the instructional program for the students assigned to him.

17. supervise paraprofessionals, aides, and volunteers assigned to his classroom.

18. perform effectively assignments relating to record keeping, reporting, and textbook accounting.

19. promote positive community relations through effective communication and involvement of parents and community members.

20. after the innovation is implemented, meet periodically with other teachers in the school system to openly discuss role problems and strategies for solutions.

21. give the bilingual program a fair chance for success by teaching in the recommended manner.

22. visit teachers in other schools using bilingual education to learn what new roles and responsibilities are required for more effective implementation.

23. use feedback gained through the clinical supervisory cycle for continued improvement in the process of developing the required bilingual teaching competencies.

24. perform other duties and functions as needed for effective bilingual program operation.

Principal: Major Roles, Relationships, and Responsibilities

An important function of the principal is to exert dynamic leadership to improve the quality of life of each individual within the school (Roe, 1980). Basic to this improvement is the development, implementation and institutionalization of emerging instructional programs such as bilingual education with the potential of improving instruction for the LEP child. As the instructional leader of the school, the principal plays a key leadership role in coordinating the knowledge and abilities of all personnel within the school as well as in reviewing the evidence about how well each of the individuals is or is not suceeding with pupils.

In addition to leadership skills and being knowledgeable in the dynamics of change, Valverde (1978) states that in order for a principal to be effective in implementing and insitutionalizing emerging programs, a principal must also possess some basic qualities and skills similar to those required of a bilingual teacher. Among the qualities identified by Valverde are 1) a genuine sensitivity toward the culture(s) carried by the students, 2) a thorough knowledge of the philosophy and theory concerning bicultural education and its application and 3) formal training in administering and supervising bilingual programs. A knowledge of clinical-developmental

supervision would also be required of a principal attempting to implement and institutionalize this type of supervision.

The principal must be willing to practice his or her leadership role within the instructional team concept (ITC). As a member of the ITC, the principal interacts with a group of people facilitating the opportunity to build his knowledge base in bilingual education and bilingual program supervision. Information on the legal, theoretical, psychological, and conceptual foundations of bilingual education, for example may be provided by the college supervisor. Information on program implementation, scheduling, and the expertise in the supervision of bilingual programs may be provided by the school district supervisor and/or program director. The principal operating in the ITC shares his leadership and administrative knowledge with the other team members as he provides input necessary to maintain balance in instructional emphasis.

In school districts involved in student teacher training programs, the principal is also in a strategically important position to directly influence the bilingual student teaching program. He or she can assist the team in setting up criteria to select the cooperating bilingual teachers. Together with other team members the principal can evaluate the student teaching program.

Frequently, the principal takes an active part in the supervisory process, particularly in smaller schools. Through visitations and conferences he or she is able to exercise the same relationship with bilingual teachers that exist with regular faculty members. The major role of the principal in implementing the bilingual program, is that of liaison, clarifier, and supporter. The principal should monitor communication channels among program personnel. He or she is also the primary school agent for having materials

available when they are needed.

All in all, the principal is responsible for utilizing his or her leadership, supervisory, and administrative skills in managing his assigned school in order to promote the educational development of each student. The principal is responsible for planning and implementing the total instructional program for his assigned school. The principal has responsibility for the overall administration of the school, coordinating non-instructional activities and services as a support to the instructional program.

The major competencies needed to fulfill the role of the principal are:

1. understand the characteristics of bilingual education.
2. assess teachers' attitudes, morale, and preferences before implementation of the bilingual program.
3. design a system by which differing views of teachers, specialists, etc., may be communicated and reconciled prior to implementation.
4. develop with teachers proposed procedures for gathering evaluative data and for obtaining periodic feedback on the innovation.
5. design procedures for obtaining teacher input on the tasks to be performed by consultants.
6. set early delivery dates for any hardware and software.
7. make sure a sufficient amount of necessary materials and supplies are available in the classroom before implementation of the program begins.
8. develop plans for teacher training about what to do and expect during the early stages of the program.
9. attend training sessions in order to better support the teachers.
10. initiate periodic meetings to develop solutions to any problems.
11. assure that parents are knowledgeable concerning the program.
12. assure that teachers get the recognition they deserve for their work in the bilingual program.

For principals participating in a bilingual student teaching program, the following responsibilities may also be necessary:

13. assist in screening potential cooperating teachers which meet the criteria set forth by the university and school district and assist in setting up procedures for their continued selection.

14. participate in the orientation of the student teachers and cooperating teachers assigned to his building.

15. undertake in-service education programs which will enable his faculty to do the supervisory job expected of it.

16. act as an advisor to the cooperating teacher and student teacher and in some cases, if problems arise, serve as mediator.

17. occassionally analyze strategies being used in clinical-developmental supervision.

18. evaluate the quality of conferencing that is taking place between cooperating teacher and student teacher and at times become part of that process to make sure it is taking place.

19. assist in arranging for an exchange of ideas among public school personnel and college faculty to ensure that the student teaching program will be one of continuous improvement with an ever increasing quality of teachers being produced.

20. acquaint student teachers with school philosophy, procedures and personnel.

The Framework of Clinical-Developmental Supervision as a System for Building Instructional Leadership Competencies in Bilingual Education Programs

Few educators have advocated the exploration and development of the leadership sector of bilingual programs. Consequently, the leadership component has lagged behind as the instructional component moved ahead in the development of teaching competencies.

A system for building instructional leadership and supervisory competencies must be established if bilingual programs are to be effectively implemented. Establishing such a system requires:

1. a collaborative effort among a network of people within the IHE and the LEA,

2. a redefinition of the existing approaches to supervision of both preservice and inservice bilingual teacher training,

3. that the initiative for making the system operational be forthcoming from both institutions, and

4. that procedures for monitoring and evaluating the performance of bilingual supervisors and teachers be specified.

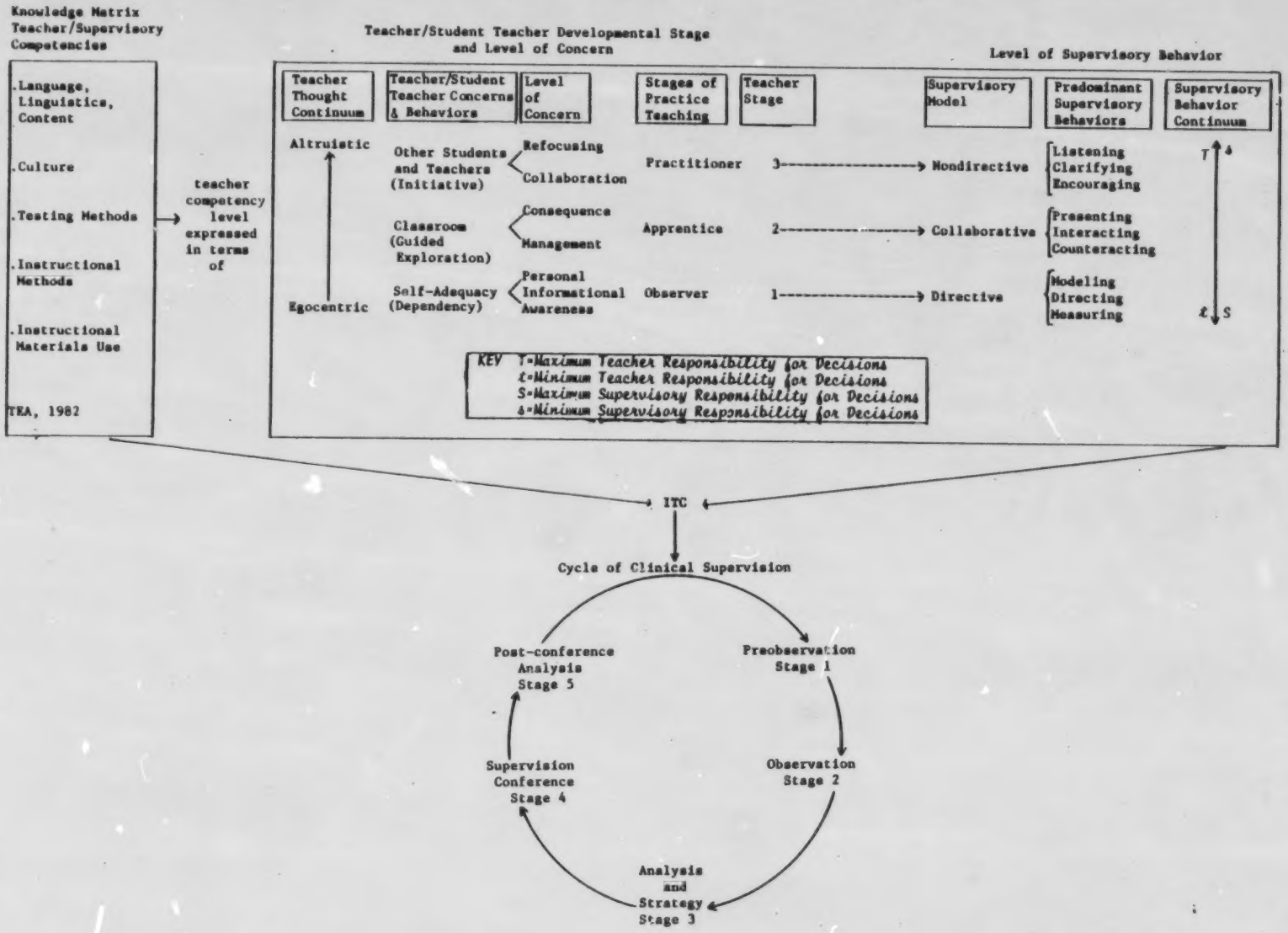
Figure 5 provides a comprehensive overview of the proposed theoretical framework for a more systematic approach to the development of supervisory and instructional competencies in the context of bilingual programs.

Cooperative Action: ITC

The instructional team concept (ITC) is the mechanism for instructional change through cooperative effort. Innovations such as bilingual education, require that all of the individuals involved in the training of bilingual personnel possess a common understanding of bilingual program goals. The ITC serves as a forum within which team members from the IHE and LEA who are responsible for instruction and supervision of preservice and inservice bilingual teacher training programs can work cooperatively towards these goals.

The ITC replaces the traditional leadership roles practiced by administrators and supervisors alike. It requires that roles, relationships, and responsibilities be clearly delineated on a functional basis rather than on administrative hierarchies. Cooperative effort, joint decision making, mutual support and communication are the basic principles which undergird the instructional team concept.

FIGURE 5 Theoretical Framework for the Supervision of Bilingual Teachers & Student Teachers: A Comprehensive Overview



The major concepts which have influenced the development of this model come from Glickman (1980); Loucks and Pratt (1979); Valverde (1978); Goldhammer (1980); and Elementary Student Teaching Handbook, IITEP.

The Framework: Clinical-Developmental Supervision

The existing traditional approaches to supervision of student teachers and inservice bilingual teachers are unsystematic and generally dysfunctional. Bilingual educators must seek to define alternative modes of supervision which are change-focused and directed at promoting the development of supervisory leadership competencies as well as teacher competencies. The supervision of emergent programs requires procedures for assessment and direct feedback evaluation of those aspects of instruction that are of concern to teachers, rather than procedures that concentrate on items on an evaluation form or on items that are of major concern to the supervisor only.

Clinical and developmental supervision can provide a more direct and functional approach for improving the performance of bilingual supervisors and teachers alike. Clinical supervision offers a systematic process that helps teachers identify and clarify problems, receive feedback data and mutual support for developing solutions to these problems. Clinical supervision focuses on what and how teachers teach as they teach. The basic method of clinical supervision is systematic rational study and analysis of teaching. The major concepts which clinical supervision provides are planned-change, colleagueship, mutuality, direct contact, and skilled -service in the laboratory of the teacher's own classroom.

Developmental supervision is derived from an educational philosophy of progressivism and is premised on stage theory. Developmental supervision offers a framework of concepts from humanist, cognitivist, and behaviorist views of how adults learn. It suggests that there are methods and orientations to learning that are more appropriate than others when determined by purpose, situation, and needs of individuals. Humans learn through self-exploration, collaboration, and conditioning. Research has not (nor will it

likely ever) unequivocally establish one orientation towards learning as the "proven way". (Glickman, 1981)

The principles of clinical and developmental supervision can be practiced simultaneously to create a dual-supervisory model. In this eclectic model systematic procedures can be executed in terms of the developmental stage of the bilingual teacher or student teacher. Clinical-developmental supervision allows bilingual teachers, student teachers, and supervisors to move through a series of stages to higher degrees of competency.

Initiating the Process: A Challenge

The initiating responsibility for making clinical-developmental supervision operational in the context of bilingual education needs to be felt by both university and public school educators. Bilingual educators in both institutions need to be more supportive of quality instruction for LEP learners. Leaders in our field need to demand improvement of instruction through accountability, competency, and renewed commitment to bilingual program goals. Bilingual teachers, supervisors, and parents together with university educators need to look at current practices with a sense of constructive dissatisfaction. We must risk disrupting the status quo for the purpose of quality bilingual education.

We must hold to the strong opinion that faulty bilingual programs cannot be remedied, satisfactorily, from a distance. We must accept the challenge and the opportunity that intense clinical interaction between teachers and supervisors incorporates more possibilities for yielding higher levels of student achievement.

The times call for strong leadership. We must learn to do more with less. As Valverde (1979) so eloquently remarked, "individuals placed in a new

structure and required to perform complex behaviors must be given rigorous formal, academic, and on-the-job training". We must choose to use our best talent and invest the next generation of bilingual educators with skills to meet the emerging problems with confidence.

Process Evaluation in the Clinical-Developmental Model

Bilingual programs have faced numerous problems with traditional approaches to evaluation. Bilingual education has not been evaluated in equitable terms and with pertinent standards of judgment. Typically, evaluation designs focus on product and ignore process evaluation. This limited analysis damages the opportunities for quality programming for minority children.

Bilingual researchers and educators have argued that innovative programs require innovative evaluation procedures. In bilingual teacher training programs, educators should attempt to evaluate various other dimensions of the program which are also directly related to the achievement of bilingual learners such as the effects of supervision on teaching and the quality of supervisory practices.

Evaluation is perhaps the most salient feature of the proposed clinical-developmental model. Formative or process evaluation is inherent in the clinical supervisory model. The face-to-face analysis of teaching/learning behaviors are unlike the traditional "form" evaluations.

The strength of clinical evaluation is vested in the notion that analysis is for the purpose of providing assistance in developing teaching skills and not for the mere arbitrary rating of performance. This removes suspicion, fear, and mistrust to a problem-solving atmosphere. Data obtained in a

climate of mutual trust will provide measures which will ultimately prove to be more equitable and true.

Concluding Statements

This work proposes the utilization of two types of supervision--clinical and developmental--for application within a bilingual education context. Whereas each independent model has numerous merits, it is proposed that for bilingual education programs, a dual model would prove more effective. Efforts to develop a delivery mechanism for supervision of bilingual teachers and student teachers could yield multiple benefits to bilingual education personnel at the IHE and at the school districts. We believe that through a network of university field-test programs, utilizing a more holistic approach to supervision, a clearer definition of the role of supervision in bilingual education programs can be realized. We welcome the opinion of other educators of the feasibility of collaborating efforts between universities for field testing this endeavor. Ultimately, the design of clinical-developmental supervision in the context of bilingual education must be examined more thoroughly for adequacy through research and through critical analysis.

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Appendix

THE CLINICAL SUPERVISION CYCLE:
AN OVERVIEW

Stage 1: Preobservation Conference

Stage 2: Observation

Stage 3: Analysis and Strategy

Stage 4: Supervision Conference

Stage 5: Postconference Analysis

I. The Preobservation Conference

A. Purposes

1. To obtain information as to the teacher's intentions (objectives of the lesson; planned procedures; criteria of evaluation).
2. To establish a "contract" or agreement between the supervisor and the teacher (items or problems on which the teacher wants feedback).
3. To establish specific plans for carrying out the observation (how supervisor should deploy; use of tape recorders or not; time limits).

B. Possibilities

1. The conference can serve to relax both parties, by allowing for frank discussion of any uneasiness or concern.
2. Especially during a second or third observation cycle, the conference serves as a communication link with the past and provides for redirecting attention to leftover agenda, changes recently made.

Source: CLINICAL SUPERVISION, Special Methods for the Supervision of Teachers, Goldhammer, Anderson, and Krajewski, 2nd Ed., pp. 208-211.

3. In some cases, the conference can be devoted to a rehearsal (or practice) of devices and techniques to be used.

4. The "contract" is not necessarily restrictive. It is primarily to assure that the teacher's specific interests will be met.

5. Last-minute revision or modifications of plans, as a result of questions raised in this conference, are not only possible but desirable; the supervisor then shares with the teacher a keen interest in assessing the effectiveness of the plan.

II. The Observation

A. Purpose

1. To view the lesson as planned in the preobservation conference.

B. Commentary

1. Logistics should be carried out as planned:

a. observing (and recording) what.

b. whether or not to be "essentially invisible" and detached from the observed events.

c. when, or in what manner, the observation will be terminated.

2. Use of interaction analysis; videotape or audiotape is highly recommended wherever feasible.

III. The Analysis and Strategy

A. Purposes

1. To "reconstruct" the observed events (essentially as historians attempting to agree on what actually happened).

2. To assess the observed lesson, in terms of:

a. the teacher's own intentions.

b. pedagogical criteria (especially those which have been generated within the total team).

c. the teacher's own "pattern" and history (as it becomes known).

3. To consider supervisory implications.

4. To develop a plan (strategy) for helping this teacher:

   a. points, questions, ideas, problems to be raised or elicited during the conference.

   b. role to be played by supervisor during the conference.

B. Commentary

1. Many lessons usually last longer than was predicted: it therefore makes sense to have an open-ended understanding with the teacher as to starting time of the supervisory conference.

2. The strategy must include determination of priorities, since probably not all items can or should be brought up in the supervisory conference.

3. The supervisor must aim to establish a climate within which supervision may take place. People have to be ready to hear what you are ready to say, or to voice the ideas you are attempting to steer them toward. There are many perceived threats to the individual and his or her perception of self, and the supervisor must create an atmosphere of credibility (for example, analysis supported by concrete evidence) and of trust (with reference to the supervisor's competence, motives, and essential "optimism" vis-à-vis this teacher's future). Such a climate is established by:

   a. using the ground rules of "inquiry" teaching: examine ideas, without intent of hurting people; open all ideas to examination; be flexible and objective.

b. assigning priority to those items of teaching behavior that are amenable to change in the time (and under the conditions) available. The deeper, underlying patterns of a teacher's behavior are less amenable to change in a short program than are the relatively more superficial things (such as technical behavior).

c. dealing with behavior, not with the person. Avoid psychologizing or analyzing people, and steer clear of ethical and other more dangerous problems.

d. selecting only a few of the amenable behaviors on which to work, keeping the task manageable, and insuring that reward-for-change will be within each teacher's immediate grasp.

e. working with strengths, if possible, rather than with weaknesses. It is easier to recognize and to talk about the failures, but do not fall into that trap.

4. The strategy session should continue until the supervisor has reached closure on some specific, achievable approaches that can be presented to, or elicited from, the teacher. It should also strive to identify behavioral criteria that will help the supervisor to know that the message has actually "gotten across."

5. Be sure to settle on a strategy for opening the supervisory conference (the opening ploy), including what will be said and in what tone of voice.

IV. The Supervision Conference

A. Purpose

1. To provide feedback and to provide a basis for the improvement of future teaching. It may be appropriate (at the outset or

later as needed) to redefine the supervisory contract. Among other features or purposes are:

a. to provide adult rewards and satisfactions.

b. to define and authenticate issues in teaching.

c. to offer didactic help (if appropriate).

d. to train the teacher in techniques for self-supervision.

e. to develop incentives for professional self-analysis.

B. Commentary

1. The burden for ensuring that goals are reached, for maintaining the pace of the conference, for coping with problems that arise, for deciding when to depart from strategy (for instance, to terminate) if the strategy fails, and so on rests primarily with the supervisor. In the postconference analysis, feedback should be provided to the supervisor with respect to his or her performance.

2. When the conference has been completed, it is sometimes appropriate to invite the teacher to comment on the value of the conference, on points that have been made, and on follow-up that seems fitting.

V. The Postconference Analysis

A. Purposes

1. To reconstruct, as appropriate, the events of the conference.

2. To assess the conference in terms of:

a. the supervisor's own intentions.

b. supervisory criteria.

c. apparent value of the conference to the teacher.

3. To consider the implications of this event vis-à-vis the development within the supervisor of greater professional skills.

4. To evaluate the supervisor's skill (in each role, and for the group as a whole) in handling the several phases of the cycle.

B. Commentary

1. In a sense, this analysis represents supervision's "superego," its conscience. It provides a basis for assessing whether supervision is working productively. Pluses and minuses are examined, and the supervisor decides to modify supervisory practices accordingly.
2. Participation in the observation cycle, and especially this part of it, helps the participants to understand better the intellectual and the emotional dimensions of the teacher's work.
3. Among the matters to discuss are: the techniques of the supervisor; implicit and explicit assumptions that were made; values; emotional variables; technical and process goals.

COMPETENCIES FOR STAFF DEVELOPMENT

BILINGUAL EDUCATION TEACHER COMPETENCIES FOR STAFF DEVELOPMENT

A. Language, Linguistics and Content

1. Demonstrates proficiency in linguistic structures of the native and target languages.
2. Demonstrates knowledge of English language dialects.
3. Demonstrates knowledge of the function of language in the classroom.
4. Demonstrates knowledge of the formal structure of language: phonology, morphology, lexicon, etc.
5. Demonstrates the ability to identify the similarities and differences between the two language systems (English and Spanish).
6. Demonstrates skill in designing and implementing instructional strategies that demonstrate knowledge of first and second language acquisition.
7. Demonstrates skill in identifying probable interferences and possible reinforcements in the acquisition of two language systems.
8. Demonstrates skill in assessing language development of students.
9. Demonstrates oral and written proficiency in the native and second languages.
10. Demonstrates aural proficiency in the native and second languages.
11. Demonstrates reading proficiency in the native and second languages.
12. Demonstrates an appreciation for the student's vernacular and communicates in a manner designed to lead toward universal forms of first and second languages.
13. Demonstrates skill in teaching the language arts in the universally accepted form of the native language.
14. Demonstrates the ability to design and implement instructional strategies to develop the student's communication skills: listening, speaking, reading, writing.
15. Demonstrates knowledge of the relationship among the communication skills in the language arts process.
16. Demonstrates knowledge of language assessment as related to specific methodologies.
17. Demonstrates an ability to identify and expand basic concepts in the native language.

18. Demonstrates knowledge and skill in communicating concepts from science.

19. Demonstrates knowledge and skill in communicating concepts from mathematics.

20. Demonstrates knowledge and skill in communicating concepts from social studies.

B. Culture

1. Demonstrates knowledge and proficiency in the anthropological, sociological, psychological, historical and aesthetic aspects of the culture of the target population and the United States.

2. Demonstrates knowledge of the theory and concept of culture.

3. Demonstrates knowledge of similarities and differences between the two cultures.

4. Demonstrates understanding of the local manifestations and dynamics of the culture of the target population.

5. Demonstrates skill in transmitting knowledge, skills, and values from the specific cultural systems.

6. Demonstrates knowledge of verbal and non-verbal characteristics of each language and culture.

C. Testing Methods

1. Demonstrates knowledge of the rationale for identification of LEP students.

2. Demonstrates knowledge of the criteria for establishment of a proper testing atmosphere.

3. Demonstrates ability to administer at least one of the tests of English language proficiency approved by the Agency for identifying LESA students.

4. Demonstrates ability to score and record test results.

5. Demonstrates ability to analyze test results for identification of LESA students.

6. Demonstrates an ability to utilize evaluation procedures for assessing students' progress and diagnosing student language and instructional needs.

D. Instructional Methods

1. Demonstrates knowledge of and skill in the use of first and second language methods and instructional techniques.

2. Demonstrates the ability to utilize methods to diagnose reading levels of students and conduct appropriate instruction in reading for first and second languages.

3. Demonstrates knowledge of classroom management for self-contained classrooms, team teaching, and resource teacher arrangements.

4. Demonstrates knowledge of methods for individualizing instruction.

D. Instructional Materials Use

1. Demonstrates knowledge of Texas state adopted materials available for bilingual education.

2. Demonstrates the ability to select and adapt state adopted textbooks and other materials for classroom use.

3. Demonstrates ability to use materials for instruction in bilingual education.

F. Paraprofessional

1. Demonstrates ability to provide communication links by presenting instructional materials in the native language of the pupil and assists with the interpretation of the school's program to parents and students whose native language is not English.

2. Aide II: Demonstrates skill in assisting teachers in class drill exercises and in identifying student learning problems.

3. Aide III: Demonstrates skill in assisting teachers in most routine drill of students, working in team teaching settings productively, and performing as an "assistant teacher" under the direction of a teacher.

ENGLISH LANGUAGE DEVELOPMENT (ENGLISH-AS-A-SECOND-LANGUAGE) COMPETENCIES FOR STAFF DEVELOPMENT

A. Language and Linguistics

1. Demonstrates knowledge of the linguistic structure of English.
2. Demonstrates knowledge of the formal structure of language: phonology, morphology, lexicon, etc.
3. Demonstrates the ability to identify the similarities and differences between first and second language systems.
4. Designs and implements instructional strategies that demonstrate knowledge of second language acquisition.
5. Demonstrates understanding of second language acquisition by students.
6. Demonstrates an ability to identify probable interferences and possible reinforcements in the acquisition of first and second language systems by students.
7. Demonstrates skill in assessing second language development of students.
8. Demonstrates skill in designing and implementing instructional strategies to develop the student's specific skills in English--listening, speaking, reading, writing--and a knowledge of culture.

B. Culture

1. Demonstrates knowledge and proficiency in the anthropological, sociological, psychological, historical and aesthetic aspects of American culture.
2. Demonstrates knowledge of the theory and concept of culture.
3. Identifies the various components of the specific culture, i.e., deep and formal culture.
4. Demonstrates knowledge of similarities and differences between cultures.
5. Demonstrates skill in transmitting knowledge, skills, and values from the specific cultural systems.
6. Demonstrates knowledge of non-verbal characteristics of language and culture.

C. Testing Methods

1. Demonstrates knowledge of the rationale for identification of students of limited English-speaking proficiency

2. Demonstrates knowledge of the criteria for establishment of a proper testing atmosphere.

3. Demonstrates ability to administer at least one of the tests of English language proficiency approved by the Agency for identifying LEP students.

4. Demonstrates ability to score and record test results.

5. Demonstrates ability to analyze test results for identification of LEP students.

6. Demonstrates an ability to utilize evaluation procedures for assessing student progress and diagnosing student instructional needs in the four language skills and knowledge of culture.

D. Instructional Methods

1. Demonstrates knowledge of and skill in the use of secondary second language methods and instructional techniques.

2. Demonstrates the ability to utilize methods to diagnose skill levels of students and conduct appropriate instruction in those skills for English.

3. Demonstrates knowledge of methods for creating a positive classroom atmosphere for learning.

4. Demonstrates knowledge of methods for individualizing instruction.

E. Instructional Materials Use

1. Demonstrates the ability to select and adapt state adopted textbooks and other materials for classroom use.

2. Demonstrates ability to use materials for instruction in English-as-a-second-language.

3. Demonstrates the ability to incorporate content area materials into English-as-a-second-language lesson content.

Concerns Questionnaire

Name_____

Date Completed_____

The purpose of this questionnaire is to determine the concerns of people involved in the bilingual education adoption process. The items were developed from typical responses of school and college teachers who ranged from no knowledge at all about various programs of instruction to many years of experience with them. Therefore, a good part of the items may appear to be of little relevance or irrelevant to you at this time. For the completely irrelevant items, please circle "0" on the scale. Other items will represent those concerns you do know, in varying degrees of intensity, and should be marked higher on the scale, according to the explanation at the top of each of the following pages.

For example:

0 1 2 3 4 5 6 (7) This statement is very true of me at this time.

0 1 2 3 (4) 5 6 7 This statement is somewhat true of me now.

0 (1) 2 3 4 5 6 7 This statement is not at all true of me at this time.

(0) 1 2 3 4 5 6 7 This statement seems irrelevant to me.

Please respond to the items in terms of your present concerns, or how you feel about your involvement or potential involvement with bilingual education. We do not hold to any one definition of bilingual education, so please think of it in terms of your own perceptions of what it involves. Remember to respond to each item in terms of your present concerns about your involvement or potential involvement with bilingual education.

Thank you for taking time to complete this task.

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0	1	2	3	4	5	6	7
Not true of me now			Somewhat true of me now			Very true of me now	

1.	I am concerned about students' attitudes toward bilingual education.	0	1	2	3	4	5	6	7
2.	I now know of some other bilingual education programs that might work better.	0	1	2	3	4	5	6	7
3.	I don't even know what bilingual education is.	0	1	2	3	4	5	6	7
4.	I am concerned about not having enough time to organize myself each day.	0	1	2	3	4	5	6	7
5.	I would like to help other faculty in their use of bilingual education.	0	1	2	3	4	5	6	7
6.	I have a very limited knowledge about bilingual education.	0	1	2	3	4	5	6	7
7.	I would like to know the effect of reorganization on my professional status.	0	1	2	3	4	5	6	7
8.	I am concerned about conflict between my interests and responsibilities.	0	1	2	3	4	5	6	7
9.	I am concerned about revising my use of bilingual education.	0	1	2	3	4	5	6	7
10.	I would like to develop working relationships with both our faculty and outside faculty using bilingual education.	0	1	2	3	4	5	6	7
11.	I am concerned about how bilingual education affects students.	0	1	2	3	4	5	6	7
12.	I am not concerned about bilingual education.	0	1	2	3	4	5	6	7
13.	I would like to know who will make the decisions regarding bilingual education.	0	1	2	3	4	5	6	7
14.	I would like to discuss the possibility of using bilingual education.	0	1	2	3	4	5	6	7
15.	I would like to know what resources are available if we decide to adopt bilingual education.	0	1	2	3	4	5	6	7
16.	I am concerned about my inability to manage all that bilingual education requires.	0	1	2	3	4	5	6	7

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0	1	2	3	4	5	6	7
Not true of me now			Somewhat true of me now			Very true of me now	

17.	I would like to know how my teaching or administration is supposed to change.	0	1	2	3	4	5	6	7
18.	I would like to familiarize other departments or persons with the progress of bilingual education.	0	1	2	3	4	5	6	7
19.	I am concerned about evaluating my impact on students.	0	1	2	3	4	5	6	7
20.	I would like to revise bilingual education's instructional approach.	0	1	2	3	4	5	6	7
21.	I am completely occupied with other things.	0	1	2	3	4	5	6	7
22.	I would like to modify our use of bilingual education based on the experiences of our students.	0	1	2	3	4	5	6	7
23.	Although I don't know about bilingual education, I am concerned about things in the area.	0	1	2	3	4	5	6	7
24.	I would like to excite my students about their part in bilingual education.	0	1	2	3	4	5	6	7
25.	I am concerned about time spent working with nonacademic problems related to bilingual education.	0	1	2	3	4	5	6	7
26.	I would like to know what the use of bilingual education will require in the immediate future.	0	1	2	3	4	5	6	7
27.	I would like to coordinate my effort with others to maximize bilingual education's effects.	0	1	2	3	4	5	6	7
28.	I would like to have more information on time and energy commitments required by bilingual education.	0	1	2	3	4	5	6	7
29.	I would like to know what other faculty are doing in the area of bilingual education.	0	1	2	3	4	5	6	7
30.	At this time, I am not interested in learning about bilingual education.	0	1	2	3	4	5	6	7

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0	1	2	3	4	5	6	7
Not true of me now			Somewhat true of me now			Very true of me now	

31.	I would like to determine how to supplement, enhance or replace bilingual education.	0	1	2	3	4	5	6	7
32.	I would like to use feedback from students to change bilingual education.	0	1	2	3	4	5	6	7
33.	I would like to know how my role will change when I am using bilingual education.	0	1	2	3	4	5	6	7
34.	Coordination of tasks and people is taking too much of my time.	0	1	2	3	4	5	6	7
35.	I would like to know how bilingual education is better than what we have now.	0	1	2	3	4	5	6	7

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PLEASE COMPLETE THE FOLLOWING:

1. School District_____

2. School Name_____

3. Teacher Name_____

4. Grade(s) you currently teach: (check one or more)

   K____ 1____ 2____ 3____ 4____ 5____ Other, specify_____

5. Number of years at present school_____

6. Age: 20-29____ 30-39____ 40-49____ 50-59____ 60-69____

7. What is your ethnicity: Mexican American_____, Black American_____
   Anglo American_____, Other_____

8. How long have you been teaching in a bilingual classroom, not counting this year?

   Never_____ 1 year_____ 2 years_____ 3 years_____ 4 years_____

9. In your use of bilingual education, do you consider yourself to be a:

   Nonuser_____ Novice_____ Intermediate_____ Old hand_____ Past user_____

10. Proficiency in Spanish: Excellent_____ Fair_____ Poor_____

11. What is your Texas Education Agency Certification status? (Check one)

    _____ State Certified Teacher with Bilingual Endorsement.

    _____ State Certified Teacher with Special Assignment Permit.

    _____ State Certified Teacher with No Bilingual Endorsement or Special Assignment Permit.

    _____ Currently teaching on an Emergency Certificate.

    _____ Other, specify:_____

12. Have you received specialized training in bilingual education? Yes___ No___

    If yes, what type of training did you receive (check one or more).

    _____ College course(s) _____ District sponsored workshop(s)

    _____ TEA/Service Center 30-Hour Institute

    _____ Other training (specify type and length)_____

    _____

13. Highest degree earned: Associate___ Bachelor___ Masters___ Doctorate___

14. Year degree earned_____

19 TAC CHAPTER 77, Subchapter R
Bilingual Education

Program Monitoring Report

LEA:_____ CONTACT PERSON:_____

ADDRESS:_____ TITLE:_____

ADMINISTRATOR:_____ DATE(s): _____

MONITORING TEAM CHAIRPERSON:_____

TEAM MEMBERS:_____, _____

_____, _____

COMPLIANCE STANDARD	INDICATOR(s)	FINDINGS/EXCEPTIONS*
7. Districts required to establish a bilingual education or special language program shall establish and operate a Language Proficiency Assessment Committee (LPAC). (Sec. 77.355)	1A. If the district is required to establish a bilingual education or special language program, has it established an LPAC?	1A. Yes_____ No_____
	1B. Does the membership of the LPAC have as a minimum the following? . A campus administrator . A bilingual teacher . An ESL teacher . A parent of a LEP student	1B. Yes _____ No _____
	1C. Has the LPAC reviewed the Home Language Survey Data?	1C. Yes _____ No _____
	1D. Has the LPAC reviewed the relative language proficiency of each student?	1D. Yes _____ No _____

COMPLIANCE STANDARD	INDICATOR(S)	FINDINGS/EXCEPTIONS
	1E. How many PLS students scored between the 23rd and 40th percentile on the language arts and reading section of an agency approved standardized test? _____	1E.
	1F. How many students scoring between the 23rd and 40th percentile on the language arts and reading section of an agency approved standardized test were classified as LEP and recommended for program placement? _____	1F.
	1G. How many students scoring between the 23rd and 40th percentile on the language arts and reading section of an agency approved standardized test were not classified as LEP? _____	1G.
	1H. How many students scoring between the 23rd and 40th percentile at the end of the year on the language arts and reading section of an agency approved standardized test have been classified as non-LEP and been recommended for exiting? _____	1H.
	1I. How many students scoring between the 23rd and 40th percentile at the end of the year on the language arts and reading section of an agency approved standardized test have not been recommended for exiting? _____	1I.

COMPLIANCE STANDARD	INDICATOR(S)	FINDINGS/EXCEPTIONS
	1J. Has the LPAC documented evidence that students scoring between the 23rd and 40th percentile on the language arts and reading section of an agency approved standardized test still have a need for instruction through the primary language?	1J. Yes _____ No _____
	1K. Have students scoring below the designated levels on oral language proficiency tests and scoring below the 23rd percentile been classified as LEP and recommended by LPAC for program placement?	1K. Yes _____ No _____
	1L. Has the LPAC been given the opportunity to review other pertinent data as needed?	1L. Yes _____ No _____
	1M. Are records of classification of students kept by LPAC?	1M. Yes _____ No _____
	1N. Has the LPAC been given the opportunity to review and monitor LEP student progress?	1N. Yes _____ No _____
2. Districts which are unable to offer bilingual education as required by 77.352 (a) (1) shall offer an alternative program. (Sec. 77.[illegible] (b)	2A. Has the district requested permission for an alternative program from the Commissioner of Education?	2A. Yes _____ No _____
	2B. Was the request for approval for an alternative program submitted by August 15 of the school year?	2B. Yes _____ No _____
	2C. Has the district received approval from the agency to operate an alternative program?	2C. Yes _____ No _____

COMPLIANCE STANDARD	INDICATOR(S)	FINDINGS/EXCEPTIONS
	2D. Does the program being implemented conform with the alternative program approved by the agency?	2D. Yes _____ No _____
	2E. Has the district taken adequate steps to recruit qualified personnel? (check as applicable:) . Retraining and reassignment of district personnel _____ . Provide financial incentives above and beyond state and local pay standards Letters of recruitment to universities with bilingual teacher training programs How many _____ Newspaper Ads _____ . Active recruitment on college campuses _____ Which campuses? _____, _____, _____, _____, _____, _____, _____, _____, . Use professional teacher organizations to acquire bilingual teachers _____ . Other _____	2E. Yes _____ No _____
3. Districts not required to provide a bilingual education or other special language program under Sec. 21.453, TEC, shall provide an appropriate language program for LEP students, (Sec. 77.352 (d))	3A. Does the district provide for its LEP students an English as a second language program in grades K-12?	3A. Yes _____ No _____

COMPLIANCE STANDARD	INDICATOR(S)	FINDINGS/EXCEPTIONS
4. Districts that provide a program of instruction in English as a second language (ESL) shall develop a program of intensive instruction which considers the student's learning experiences, and which incorporates the cultural aspects of the student's backgrounds. (Sec. 77.353 (b))	4A. Is the district's ESL program an intensive program of instruction with the purpose of developing English competence? . Classes stress oral language development? . Class conducted mostly in English?	4A. Yes _____ No _____
	4B. Does the district's ESL program provide for language differences by using the results of language assesment for instructional prescriptions?	4B. Yes _____ No _____
	4C. Does the ESL program reflect a developmental and sequenced approach to listening, speaking, reading, and writing? (as evidenced by:) . Lesson plans . Materials . Class groupings . Curriculum guides	4C. Yes _____ No _____
	4D. Are the ESL teachers trained in recognizing and dealing with language differences? (check as applicable:) . By ESC _____ . By University _____	4D. Yes _____ No _____
	4E. Are the cultural aspects of the student's backgrounds an integral part of the ESL program . As evidenced by culturally relevant materials . As evidenced by culturally relevant classroom displays	4E. Yes _____ No _____

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COMPLIANCE STANDARD	INDICATOR(S)	FINDINGS/EXCEPTIONS
	4F. Are the previous learning experiences of the students an integral part of the ESL program? . As evidenced by class participation . As evidenced by class assignments	4F. Yes _____ No _____
	4G. Are pertinent cultural patterns of the United States included in the ESL program? (as evidenced by:) . Materials . Lesson plans	4G. Yes _____ No _____
	4H. Has the district ensured that adequate planning and communication occurs between the ESL and the regular teacher? (check as applicable:) . Regularly scheduled meetings _____ . Other _____	4H. Yes _____ No _____
5. The district's LPAC shall give written notice to the parent of the classification of his/her child as a student of limited English proficiency within 10 days after this classification occurs. (Sec. 77.360 (d))	5A. Was the notice given within 10 days to the student's parent?	5A. Yes _____ No _____
	5B. Were the parents of students eligible to participate in the required bilingual education program informed of the benefits of the bilingual education or special language program and that it is an integral part of the school program? (check as applicable:) . Letter from superintendent_____ . Newsletter . Phone call . Teacher home visit . Other	

COMPLIANCE STANDARD	INDICATOR(S)	FINDINGS/EXCEPTIONS
6. A student who is not of limited English proficiency shall be allowed to participate in a bilingual education program with the approval of the school district and the student's parent. (Sec. 77.358 (g))	6A. Does documentation indicate that the district has kept the number of students who are non-LEP to 40% or less of the total enrollees in the bilingual education program?	6A. Yes _____ No _____
7. Districts shall place students enrolled in bilingual education or special language programs in classes with other students of approximately the same age and level of educational attainment. (Sec. 77.359 (b))	7A. Has the district documented its efforts to place students enrolled in bilingual education or other special language programs in classes with other students of approximately the same age and level of attainment? . As evidenced by classroom cumulative folders . As evidenced by grade book	7A. Yes _____ No _____
	7B. Has the district kept adequate records of the educational level and progress of each student enrolled in the program? . Progress in first language . Cumulative folder . Grade book . Report card . Progress in 2nd language . Cumulative folder . Grade book . Report card	7B. Yes _____ No _____
8. Does evidence indicate that LEP students are participating fully with their English-speaking peers in subjects where language proficiency is not essential, including art, music, and physical education?	8A. Was evidence observable in class rosters, in class assignments, etc., that LEP students are participating fully in subjects such as art, music, and physical education?	8A. Yes _____ No _____

COMPLIANCE STANDARD	INDICATOR(S)	FINDINGS/EXCEPTIONS
9. Does evidence indicate that the district has ensured that students of limited English proficiency have the opportunity to participate fully with other students in extracurricular activities?	9A. Was evidence observable in class rosters, in class assignments, etc., that LEP students have the opportunity to participate fully with other students in extracurricular activities?	9A. Yes _____ No _____
10. District's bilingual education and special language programs shall operate under the student-teacher ratio established by the agency, and shall reflect the special educational needs of the students. (Sec. 77.359)	10A. Has the district complied with the student-teacher ratio established in TEC Sec. 16.102? In grades K-12 the ratio should be as close to 1:25 as possible.	10A. Yes _____ No _____
11. Districts must provide a bilingual or special language program to students of limited English proficiency even if the students have a handicapping condition. (Sec. 77.357 (f))	11A. Has the district identified and is it serving students elegible for programs under this subchapter in accordance with TEC Section 21.455?	11A. Yes _____ No _____
	11B. Has the district ensured adequate coordination between bilingual or other special language personnel and special education personnel? (check as applicable:) . Individual Educational Plan for Special Education LEPs _____ . Planning meetings between Special Language and Special Education personnel _____ . Other _____	11B. Yes _____ No _____
12. Districts may transfer a LEP student out of a bilingual education or special language program if the student is able to participate equally in the regular all English program. (Sec. 77.356 (h))	12A. Has the district administered agency approved English oral language proficiency test to determine if LEP students may exit?	12A. Yes _____ No _____

COMPLIANCE STANDARD	INDICATOR(S)	FINDINGS/EXCEPTIONS
	12B. Has the district administered agency approved written standardized tests in English to each LEP students to determine if the student may exit?	12B. Yes _____ No _____
	12C. Has the district administered the SBOE criteria for the reclassification: . At K-1, student scores above designated levels for LEP on oral proficiency . At 2-12, student scores above designated levels for LEP on oral proficiency and scores above 40th percentile on the language arts sections of an agency approved standardized written proficiency test and is recommended for exit by LPAC.	12C. Yes _____ No _____
	12D. How many students scoring between 23rd and 40th percentile on the language arts and reading section of an agency approved a standardized test were classified as LEP and recommended for program placement? _____	12D.
	12E. How many students scoring between 23rd and 40th percentile on the language arts and reading section of an agency approved standardized test continued to be classified as LEP?	12E.

COMPLIANCE STANDARD	INDICATOR(S)	FINDINGS/EXCEPTIONS
	12F. How many students scoring between the 23rd and 40th percentile on the language arts and reading sections of an agency approved standardized test have been reclassified as non-LEP and have been recommended for exiting? _____	12F.
	12G. How many students scoring between the 23rd and 40th percentile on the language arts and reading sections of an agency approved standardized test have been reclassified as non-LEP and have not been recommended for exiting? _____	12G.
	12H. Has the LPAC documented evidence that students scoring between the 23rd and 40th percentile on the language arts section of an agency approved standardized written proficiency test still have a need for instruction through the primary language?	12H. Yes _____ No _____
	12I. Have students scoring above the 40th percentile on the language arts sections of an agency approved standardized written proficiency test been reclassified and recommended for exiting?	12I. Yes _____ No _____
13. An LPAC that exits students from bilingual education programs shall conduct follow-up studies on each exited student for two years, and shall consider all appropriate data, and may prescribe participation in programs that address the needs of the student. (Sec. 77.355 (h)	13A. Has the LPAC properly documented its two-year follow-up study on each student for whom it has recommended a transfer out of the bilingual education program?	13A. Yes _____ No _____

COMPLIANCE STANDARD	INDICATOR(S)	FINDINGS/EXCEPTIONS
	13B. Has the LPAC reviewed all pertinent information on each exited student? (check as applicable:) . Achievement test scores _____ . Criterion-referenced test scores _____ . Grades in all subjects or courses _____ . Written & oral teacher's evaluation _____ . Other information as appropriate _____	13B. Yes _____ No _____
	13C. Has the LPAC prescribed participation in bilingual education, ESL, compensatory, or other programs that address the needs of those students who are not performing as desired in the all-English curriculum?	13C. Yes _____ No _____
14. Districts shall assign to bilingual education and special language programs teachers that are appropriately certified. Districts that are unable to secure fully-certified bilingual teachers shall request emergency permits or special assignment permits, as appropriate, in accordance with Subchapter N of Chapter 141 of this title. (Sec. 77.361 (a))	14A. Has the district emplyed appropriately certified teachers in its bilingual program?	14A. Yes _____ No _____
	14B. Has the district employed appropriately certified teachers in its ESL program?	14B. Yes _____ No _____
	14C. If the district was unable to secure fully certified bilingual education teachers did it take all reasonable affirmative steps in its attempt to secure them? . Recruitment visits _____ . Letters of recruitment _____ . Other _____	14C. Yes _____ No _____

COMPLIANCE STANDARD	INDICATOR(S)	FINDINGS/EXCEPTIONS
	14D. Did the district request emergency teaching permits or special assignment permits, as appropriate, in accordance with Subchapter N of Chapter 141, if it was unable to secure fully-certified bilingual education teachers?	14D. Yes _____ No _____
	14E. Has the district compensated bilingual education and special language program teachers, as it may, for participation in continuing education programs designed to increase their skills or to lead to bilingual or special language certification in accordance with Sec. 21.459 (f), TEC?	14E. Yes _____ No _____
15. Districts which establish a bilingual education program shall make it a full-time program of dual-language instruction providing for the learning of basic skills in the LEP student's primary language, and which also provides for the mastery of English-language skills. The program shall be designed to consider the student's learning experiences and shall incorporate the cultural aspects of the student's backgrounds. (Sec. 77.353 (a))	15A. Basic concepts starting the student in the school environment are taught in the student's primary language? . Do teachers use the child's primary language to orient the child to the school society? . Do teachers use the child's primary language to establish a climate in which the student may learn?	15A. Yes _____ No _____ Yes _____ No _____ Yes _____ No _____
	15B. Basic skills comprehending, speaking reading, and writing shall be developed in the student's primary language as evidenced by: - Curriculum guides . do they exist? . do teachers use them?	15B. Yes _____ No _____

COMPLIANCE STANDARD	INDICATOR(S)	FINDINGS/EXCEPTIONS
	15B. (con't.) -Lesson plans . do lesson plans reflect primary language development activities daily since the beginning of school? . is each day's activity related to activities of the day before and the day after? . do lesson plans reflect cultural and ethnic background of pupils? -Materials . do materials reflect appropriate levels of difficulty? . are state adopted materials for primary language development used? -Classroom displays . do displays reflect an ethnic background of pupils? . are displays in both langauges? -Class grouping . is classroom set up to use learning centers and small group instruction? . does teacher use language assessment results for instructional grouping? -Personnel . does teacher provide instruction in the primary language daily? . does the classroom ahve a teacher aide? . if so, does the aide provide instruction in the primary language?	15B. (con't.) Yes _____ No _____ Yes _____ No _____ Yes _____ No _____ Yes _____ No _____ Yes _____ No _____ Yes _____ No _____ Yes _____ No _____ Yes _____ No _____ Yes _____ No _____ Yes _____ No _____ Yes _____ No _____ Yes _____ No _____

COMPLIANCE STANDARD	INDICATOR(S)	FINDINGS/EXCEPTIONS
	15C. Basic skills of comprehending, speaking, reading, and writing shall be developed in the English language: - Is the distric's ESL program an intensive program of instruction with the purpose of developing English competence? . classes stress oral language development? . classes conducted mostly in English? - Does the district's ESL program provide for language differences by using the results of language assessment for instructional prescription? - Does the ESL program reflect a developmental and sequenced approach to listening, speaking, reading, and writing? . lesson plans . materials . class groupings . curriculum guides - Are the ESL teachers trained in recognizing and dealing with language differences? . ESCs? . by Univerisites - Are the cultural aspects of the student's background an integral part of the ESL program? . as evidenced by culturally relevant materials? . as evidenced by culturally relevant classroom displays? - Are the previous learning experiences of the students an integral part of the ESL program?	15C. Yes _____ No _____ Yes _____ No _____ Yes _____ No _____ Yes _____ No _____ Yes _____ No _____ Yes _____ No _____ Yes _____ No _____

COMPLIANCE STANDARD	INDICATOR(S)	FINDINGS/EXCEPTIONS
	15C. (con't.) . as evidenced by class participation? . as evidenced by class assignments? - Are pertinent cultural patterns of the United States included in the ESL program? . materials . lesson plans -How has the district ensured that adequate planning and communication occurs between the ESL and the teacher? . regularly scheduled meetings _____ . other _____	15C. (con't.) Yes _____ No _____ Yes _____ No _____ Yes _____ No _____
	15D. Are subject matter and concepts taught in the student's primary language? Is math taught in the student's primary language, as evidenced by: . lesson plans . materials . curriculum . time on task . assessment of student progress - Are social studies taught in the student's primary language as evidenced by: . lesson plans . . materials . curriculum guides . time on task . assessment of student progress	15D. Yes _____ No _____ Yes _____ No _____ Yes _____ No _____

COMPLIANCE STANDARD	INDICATOR(S)	FINDINGS/EXCEPTIONS
	15D. (con't.) - Is science taught in the student's primary language as evidenced by: . lesson plans . materials . curriculum guides . time on task . assessment of student progress	15D. (con't.)
	15E. Subject matter and concepts shall be taught in the English language. (Is there evidence of the district effort to teach English in: . lesson plans . materials . curriculum guides . time on task . assessment of student progress)	15E. Yes _____ No _____